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ABSTRACT

This document describes activities in the field of nonformal education as an aid to educators as they develop programs to meet individual student needs. Advantages of nonformal education include that it is need-oriented, less expensive than formal systems, flexible, involves peer teaching, and does not encourage elitist feelings among students. Activities are listed in five chapters. Chapter I focuses on individualized strategies such as programmed instruction, correspondence learning, mini courses, and recurring education. Chapter II lists activities involving education and work. Programs of this type are sponsored by national training organizations, the military, national and civic service groups, and private organizations. Chapter III concentrates on community-based learning activities such as street academies, cooperative schools, family-centered alternatives, and open universities. Chapter IV reviews technology-centered alternatives including media, mobile resource centers, community technology centers, and computers. The final chapter suggests activities which are oriented toward changing attitudes of participants. Examples are leadership training programs, querilla and ethnic theater, and programs on life and survival skills. For each category, information is presented on activities, objectives, advantages of certain activities in teaching certain skills or working toward specific objectives, relevant literature, and organizations to contact for further information. (DE)

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NON-FORMAL ALTERNATIVES TO SCHOOLING: A GLOSSARY OF EDUCATIONAL METHODS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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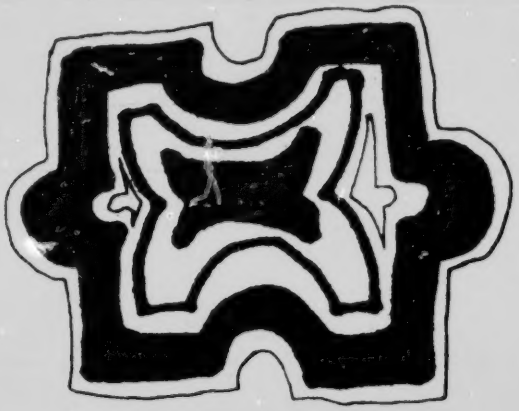
PREFACE



the Center for International Education was formed in 1968 as part of the total reorganization of the School of Education at the University of Massachusetts. The School of Education considered International Education a relevant focus for the problems of communication between cultures, the challenge of internationalizing American school curricula, and the concern for devising viable educational alternatives for the less developed countries.

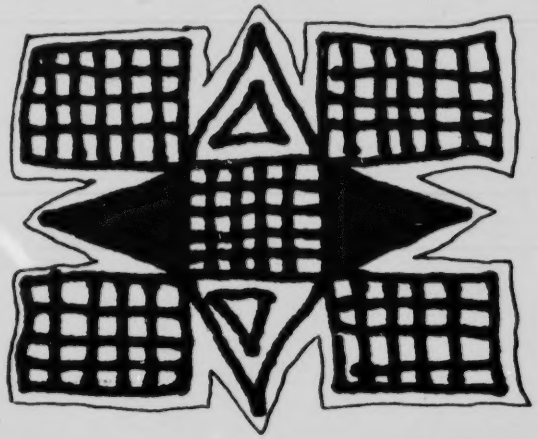
It is in pursuit of this third goal that interest in the Center has been recently focused on educational projects in out of school settings. Center members are involved in a variety of such programs and are committed to the belief that activities like these are essential to the future growth of educational opportunity for the mass of the world's population.

education has generally been confused with, and indeed defined as, "schooling." It is our intent to support the rising tide of professional sentiment which seeks to clarify the central educational issue of our time by separating these two concepts. "Schooling" as we shall define it here refers to a traditional model of education based upon a defined power relationship between pupil and teacher, designed to maintain custodial care of the young and to transmit major cultural values to them, and institutionalized through a state monopoly of educational resources, required certification, and obligatory attendance. Such a model has been aptly described in the writings of Ivan Illich, Paul Goodman and many others.

Put simply, this model has caused great inequities of opportunity by discriminating against the uncertified. It has become exorbitantly expensive to maintain, so much so that it now seems reasonable to assume that no society, even the wealthiest, will be able to extend its benefits to the mass population of future decades. As it has grown the content of schooling has become increasingly irrelevant while the certification it provides has been increasingly viewed as indispensable. Finally, "schooling" has maintained a consistent monopoly of educational resources through state-enforced obligatory attendance, and state-supported taxing procedures.

With special reference to less developed countries, nonformal education (or out-of-school education as it sometimes called) is often seen as having three roles, defined in relation to formal schooling: 1) it can <u>complement</u> schooling (e.g. through extracurricular activities, youth movements, etc.) providing additional education for youngsters lucky enough to be in school, 2) it can <u>supplement</u> schooling (e.g. through civic service corporations, farm schools,

FOREWORD



night schools, correspondence courses, etc.) for those having left school, including particularly drop-outs, and 3) it can replace schooling (e.g. in rural animation programs, youth settlement schemes, radio clubs, rural youth clubs, etc.) for those who have no opportunity to attend regular schools.

Let it be clear that the purpose of this glossary is nothing more than a simple listing of proposed alternatives to the "schooling" model. There is no presumption of evaluation or ranking implied. The alternatives are modular, in that they may be combined and juggled in an infinite variety of ways to meet individual needs. There is no attempt to order them, other than a crude classification based on their central focus of concern. They represent varying levels and degree of impact; some are very broad and would require major alteration in present educational models, others are simple techniques which could be applied today in many traditional schooling systems. It will be obvious that these ideas have been produced by many individuals in different situations and represent only a partial compilation of current activities in the field of nonformal education today.

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why nonformal education?

In the U.S.A. arguments for it generally fall in two classifications, one derived from arguments against formal education as it exists today, the second concerned with the peculiar advantages inherent in nonformal approaches.

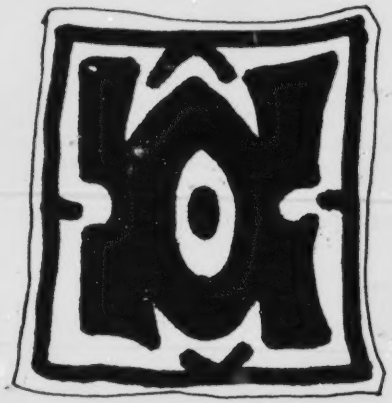
Formal education today is increasingly accused of promoting elitism, joylessness, and useless activity. Some critics, like Edgar Z. Friedenberg, accuse the system and everyone involved in it of an intentional maliciousness. Ivan Illich calls schooling a "Ritual of Progress." His view of formal schooling is a compulsory, graded, teacher-oriented, monopolistic institution which has the effect of schooling its students into submissiveness and acceptance. For Illich, much of the onerousness of the present system could be avoided if educational monopolies were forbidden, discrimination by degree were eliminated (possibly by a constitutional amendment forbidding discrimination on the basis of any previous condition of studenthood), and citizens were endowed at birth with "educredits" which they could spend when and as they willed for learning.

Nonformal education's advantages? It is generally seen as being need-oriented, and therefore utilitarian -- a definite attraction to third world countries facing continuing financial difficulty. And it is thought by many to be generally cheaper than the formal systems, for various reasons. Often it is tied to some productive activity, or it may utilize instructors paid from another source at no additional cost to the nation, such as the army. Peer-learning eliminates the need for salaried teachers, since it is recognized that everyone benefits. Flexibility is another virtue. A program which loses its usefulness also loses its subscribers, and mercifully vanishes. "Students," if the word be retained, generally enroll in nonformal courses because they are interested in what can be learned -- not because it counts for a degree. If they earn more after completing a non-formal course, it is generally because they have acquired some skill. And nonformal education does not engender elitist feelings among its students.

That leads to a final issue which may be the most important: it is clear to any serious observer that the school systems as they exist today throughout the world can never hope to achieve universal enrollments. And even if they could, it is highly questionable that what they offer is what countries or their citizens need.

Obviously, there is no one single easy answer to the World Educational Crisis, but nonformal alternatives promise to loom large in this decade as part of the solution.

INDIVIDUALIZATION STRATAGIES



A one of the most widely accepted arguments for "schooling" is based upon the assumption that men learn most things more efficiently in groups - large groups of learners with one expert teacher. Individual student-teacher relationships, while recognized as highly effective, have been considered unreasonable, given the mass numbers of students pressing on educational resources. Given the added press of adults seeking to continue their formal educational experience it has been necessary to seek out alternatives to this emphasis on certified experts called "teachers." This search has provided the educational community with a number of interesting alternatives as well as seriously undermining the very assumption upon which traditional schooling is based; i.e., that learning results from interchanges between uncertified "learners" and certified "teachers."

The alternative forms of educational experience presented in this section place emphasis upon 1) interaction with prepared materials which lead an individual toward new learning opportunities, 2) matching of peer individuals with the purpose of exploring mutual learning interests, and 3) a system of education which recognizes individual needs in terms of entrance points into the system, participation in the system, as well as evaluation by the system.

THE LESS DEVELOPED WORLD CANNOT AFFORD THE "TEACHERS" THAT THE INDUSTRIAL WORLD HAS SOLD HER:

Programmed Instruction, Learning Activity Packages, Modularization, Mini Courses, Correspondence Courses, Peer Learning and Recurring Education are ALTERNATIVES.

PROGRAMMED INSTRUCTION

1 programmed learning is a generalized system of learning utilizing "scheduled reinforcement" at short intervals designed to lead the learner easily and smoothly through the learning of a concept or skill. It is based on an individual's interaction with a specially designed text, or machine, which first provides the learner with some information, questions the learner on his retention of that information, and then reinforces the learner on the basis of his response. Programmed learning may be used in a wide variety of learning systems from the very complicated computerized machines, to the very simple "programmed" texts. In all cases, however, it is possible for the learner to acquire skills and information without the direct intervention of a "teacher."

There are at present hundreds of examples of programmed texts and so-called "learning or teaching machines" based on programming principles. Particularly interesting are experiments being conducted developing programmed texts for individuals who cannot read.

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Role of Programmed Instruction in Company Training and Development Programs (ERIC) ED 023 035

Self-Study Course for Adult 4-H Teachers

A Report on Programmed Tutoring (ERIC) ED 023 536

Development of Programmed Unit in Nursing (ERIC) ED 028 246

Programmed Language Instruction for Developing Countries (ERIC) ED 042 147

Ofiesh, Gabriel, D., Mrierhenry, Wesley, C. Trends in Programmed Instruction, NEA, Dept. of Audiovisual Instruction, 1964, p. 289.

2 a Learning Activity Package is a form of communication to the student that contains instructions for activities leading toward specified skills or information, so that each student is permitted and encouraged to work at a rate, in a style, and at a level that is commensurate with his abilities and learning style.

A good learning package should conform to the following criteria: it should be short and concise and in a form that the student can understand; it should be stimulating and challenging to the student; it should include multi-media activities; it should be easy to follow, and it should contain clear instructions in the body of the package itself.

A number of learning packages have already been developed, particularly in the areas of primary skills; however, it should be recognized that the development of these packages is a real opportunity for any group of individuals to make a real in-put into the learning cycle.

Learning packages have been developed particularly to meet the needs of individuals who wish to proceed at their own pace through a particular content.

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Auto -Tutorial Practices in California Community Colleges (ERIC) ED 042 452

LEARNING ACTIVITY PACKAGES

3 MODULARIZATION

modularization is a general concept that has become associated with a great deal of reform in education. It is especially important in the area of non-formal education because it has provided a good deal of support to many of the specific techniques which are being used to de-emphasize schooling. Essentially, modularization suggests that all educational experiences need not be sequencial, nor fitted into one common time-space. Rather it suggests that learning takes place at different rates, and in different styles for different people. Modularization is an attempt to accommodate those differences by breaking traditional course work into modules or clusters of time appropriate to achieve a desired objective. Rather than beginning with an established time (2 hours a week, 10 weeks a year) and asking what can be accomplished in that fixed time-space, modules emphasize defining what is to be learned and only then asking how much time will be required to achieve that learning. Modularization undermines, in that sense, one of the basic arguments for schooling; namely that it must be sequencial and standard to be efficient. Several of the following alternatives utilize some form of modularization.

MINI COURSES

4 mini courses are attempts to reduce the emphasis placed upon educational continuity by traditional schooling structures. It is evident that different individuals require different preparation and different prerequisites to learn from the same experience. Traditional schooling seems to suggest that everyone should go through the same sequence of events at approximately the same rate and time. This is simply no longer held to be true. Mini courses offer the learner small, highly directed, and highly specific learning opportunities, separated from semester and year long commitments to one teacher and one subject. Mini courses have been designed for skill areas like computer operation, typing, operating a corn planter, and conducting personnel interviews. Traditional educators often refer to mini courses as training sessions, in an attempt to distinguish them from "real" learning which they feel only takes place in a classroom. It is time that "training" be recognized as a most legitimate form of education and a very effective one.

Correspondence Courses

Correspondence courses are home-study packages designed to transmit learning without the necessity of teacher presence. The student receives a packet of materials which requires some response on his part. That response is then mailed to some central location at which it is evaluated and mailed back. Correspondence courses are one of the oldest and in some areas the most effective way of providing a large disperse population with a learning experience. Correspondence courses are now designed in a wide range of fields and specialties, and have been used in a variety of situations. In some cases they have been united with radio or television broadcasts, they have provided the basis for accreditation, they have used both programmed, as well as non-programmed formats. Some of the best examples include correspondence schools in Britain and Japan.

The emphasis on schooling has made many correspondence efforts seem somehow shoddy, second-rate. It is time that they be looked at again, as a real option for broadening the scope of educational opportunities and indeed individualizing educational systems.

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The Open University - Prospectus 1971 (ERIC) ED 042 411
Report from National Extension College (ERIC) ED 030 079
Brandenberg Memorial Essays on Correspondence Instruction II (ERIC) ED 030 079
Correspondence Education in the U.S. (ERIC) ED 027 493
Teaching by Correspondence - UNESCO - (ERIC) ED 022 372

6 there has been a variety of specific suggestions on how people with different skills, who are not necessarily "certified" teachers, can be brought together for mutual educational exploration. For example:

Skill Exchanges - as suggested by Ivan Illich, puts emphasis on de-certified teachers and free open centers where any individual could go to teach or to learn whatever interested him. Edu-credit, or educational currency could be used to pay for the services and evaluation would be on a behavioral basis.

Telephones are now being used by a small group of individuals to maintain contact with each other, simultaneously utilizing a special service offered by the phone company. For several hours individuals with varying skills in different parts of the country can share ideas and interests.

Free University is a special technique for identifying, formulating, and disseminating skill information about individuals to a relatively small group of individuals. Sessions are scheduled simultaneously, but repeated several times so that each individual can conceivably make each session. Sessions are designed around the skills and interests of the group, using either professionals or non-professional as teachers.

Computer Matching - computers would simply be used to store relevant information about millions of individuals and could match skills with needs. This could be done on local or national basis and could reduce the need for certification requirements for "teachers".

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Illich, Ivan, New York Review of Books, January 7, 1971.
Student as Teacher (ERIC) ED 021 840
Controlled Experiments in Research and Instructional Units (ERIC) ED 030 685

Peer Learning

7 RECURRING EDUCATION

recurring education refers to all those attempts at providing education to individuals who have either dropped out of schooling structures or who have finished their formal preparation and who want to continue learning. Often referred to as adult education, or continuing education, projects have been designed in a wide range of areas and utilize a variety of techniques. Present efforts are especially interesting in that they are being adjusted for non-literate adults and are particularly applicable to less developed areas of the world.

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Adult Education in Developing Countries (ERIC) ED 030 809
ED 029 167
Adult Education Procedures (Annotated bibliography) (ERIC) ED 028 342
Continuing Education - Serving Needs of a Developing Nation (ERIC) ED 026 577
Directory of Further Education - 1968 - (ERIC) ED 027 448
Planning Non-Formal Education in Tanzania (ERIC) ED 027 474
Problems of Adult Education in Less Developed Arid Regions (ERIC) ED 029 731
Theoretical Basis for Analysis of Adult Education in Developing Countries - Rural Commission in Eastern Nigeria (ERIC) ED 028 391
Twenty-four Group Methods and Techniques in Adult Education (ERIC) ED 024 882
Weekend Learning in U.S. (ERIC) ED 030 828

education and work

THE LESS DEVELOPED COUNTRIES CAN NO LONGER ALLOW A MONOPOLY OF EDUCATIONAL RESOURCES TO BE CONTROLLED BY EXCLUSIVE INSTITUTIONS CALLED SCHOOLS

Both the techniques and philosophies of training and education used within industry are considerably more varied than those typically utilized in formal schooling. There is evidence that in the United States, more money is spent on this form of education than on formal schooling - a staggering sum, to say the least.

International corporations operating in third world countries engage heavily in training of workers, often including literacy and numeracy courses. Although much has been written about the training of managerial-level personnel, there is a great amount of activity in the lower ranks as well.

Another impetus for this kind of training is the recent passage of laws requiring worker development courses (e.g. Mexico's 1970 Work Law includes such a clause).

Examples are numerous: Phillips Corporation of Holland, Nestle of Switzerland, and Volkswagen are three prime representatives of non-US-based corporations which place great emphasis on development of their workers. ITT, the auto companies, and many other US corporations devote vast sums to training both at home and overseas.

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Staley, Eugene. Occupational Education and Training. Stanford: SIDEC, 1968. (Processed.)

Industry, National Training Organizations, Military Education, Work-Centered Training and Education, National or Civic Service and Self-Financing Programs are ALTERNATIVES to that monopoly.

NATIONAL TRAINING ORGANIZATIONS

A phenomenon of Central and South America, national training organizations are typically funded by a 1% payroll tax on firms larger than a stated minimum size. These organizations, established with assistance from ILO and various bilateral aid programs, have drawn heavily on European experience. They are usually independent of but associated with the Ministries of Labor and Education.

These organizations have basically a twofold function: they administer apprenticeship-style programs for young people entering the labor force, and also are responsible for upgrading the skills of the already employed.

Although in terms of the entire population these organizations are elitist (they are basically concerned with training only in the high-productivity sectors of the economy, while the great majority of the people are in low-productivity work like traditional farming and low-level services), they serve large numbers of workers. SENA in Colombia, for example, enrolled over 150,000 in its courses in 1969, and is growing rapidly.

Courses differ greatly in length. SENA's apprenticeship program involves three years of work-study. Courses for upgrading of workers are typically much shorter (weeks, or even days), and are sometimes conducted on-site or in-plant by instructors furnished by the training organization.

These training organizations are judged to be very successful, and are changing rapidly as they adapt to felt needs. They are characterized by a sense of vitality and purpose, and their leadership is usually young and innovational.

Examples:

Colombia: National Apprenticeship Service (SENA)
Brazil: SENAI
Argentina: CONET
Venezuela: INCE
Peru: SENATI
Chile: INACAP
Mexico: ARMO

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Staley, Eugene. Planning Occupational Education and Training for Development. Stanford International Development Education Center, 1968. (Processed.)

2 in both developed and underdeveloped countries, the army is likely to be involved in a wide variety of training and education beyond their basic task of teaching men to kill.

Traditional emphases have been on teaching technical skills and literacy. (Even in the United States, where a Harris poll in September 1970 showed that between 13 and 24% of the U.S. population has significant difficulty with reading, teaching basic communication skills is important.)

Settlement of new areas is the aim of some military training programs, such as that in Colombia. There, soldiers who are willing are trained and then given a parcel of land at the end of their military service requirement.

In some cases, soldiers are used as teachers in schools, literacy programs and the like (e.g., Iran, Cuba and Madagascar).

In many countries military training has provided a leveling influence. It is often the only avenue open to disadvantaged members of the population to obtain advancement in society.

Examples: U.S. Army
Colombian Military Settlement Scheme
Colombian Military Literacy Training
Peru: Technical, literacy and agricultural training

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Hanning, Hugh. Peaceful Uses of Military Forces. Paris: World Veterans Federation, 1967.
Functional Context Method of Instruction (ERIC) ED 029 249
Innovations for Training (ERIC) ED 030 824

MILITARY EDUCATION

3 WORK-CENTERED TRAINING & EDUCATION

workers have always learned on the job. Apprenticeship, though presently in disuse in the United States, still plays a major role throughout the world in transmitting work skills.

The concern here, however, is that on-the-job education and training have a general education component; i.e., which helps equip an individual to better cope with the society in which he lives.

There are obviously too many examples of this kind of education -- even in organized or intentional forms -- to begin an exhaustive listing here. What this section attempts to do is merely note some general areas in which it occurs, with a limited number of examples under each.

Probably the three most important areas are industrial, military, and national youth programs. Although widely disparate of purpose, each of these includes numerous examples of generalizable training -- and what gives them special significance is the vast numbers of people who are affected, in developed and less developed countries alike.

4 NATIONAL or CIVIC SERVICE

this classification embraces a great variety of goals and programs. It generally includes up to three years of required service in projects established by the central government, at modest or subsistence salary, for youth. They may be school drop-outs, as is the case in the Kenya National Youth Service (and similar programs in more than 20 other countries of Black Africa), or they may be university students for whom service is required as partial payment of the costs of their education. This is the case in the Ethiopian University Service and a few other programs.

In addition to the tangible contribution made to the nation, it is generally expected that National Service will benefit the country through the formal and/or informal training and education received, and the socialization process in which each participant is involved. A greater feeling of direct involvement in the development struggles of the nation is one general aim. Diminishing elitist or regionalist feelings is often another.

The actual skills component varies greatly, depending on the nature of the project.. National Service participants may be viewed sometimes as primarily teachers, at other times as learners.

* * * * * * * * * * *

Coordinating Committee for International Voluntary Service,
c/o UNESCO, Paris, France
International Secretariat for Volunteer Service
Geneva, Switzerland

5 this heading overlaps with National Service.

The idea here is production-cum-training programs, generally for dropout youths. Economic justification for the projects comes from the work done by participants, which at least partly finances the projects, as indicated by the heading. The primary motivations, however, are often related to utilization of a potentially explosive segment of society with a view toward increasing their contribution to the general welfare by giving them usable skills.

Examples:

Jamaica Youth Corps
Kenya National Youth Service
Upper Volta Schools
Tanzania Self-Reliance Schools
Ceylon Village Settlement Scheme

* * * * * * * * * * * *

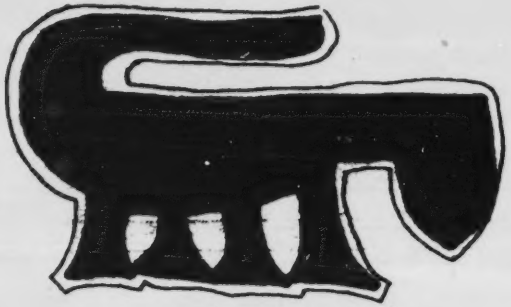
Costa, E. Cost Benefit Analysis of the Kenya National Youth Service. ILO, December, 1970. (Mimeographed.)

Gillette, A. One Million Volunteers. London: Penguin, 1968.

New Trends in Service by Youth. New York: United Nations, 1971

self-financing programs

COMMUNITY BASED LEARNING



THE LESS DEVELOPED NATIONS HAVE BEEN LED TO BELIEVE THAT "TEACHERS" MUST BE CERTIFIED PROFESSIONALS WHO DO NOTHING BUT "TEACH."

Street Academies, Bush Academies, "Escuela al Campo", Cooperative Schools, Kibbutzim, Family Centered Alternatives, Penal Education, Open University, Reference Services to Educational Objects , Enrichment Programs and Curriculum Clusters are ALTERNATIVES to that belief.

Community based learning refers to a broad area of educational reform which seeks to increase the participation of the general community in the formal educational process. Emphasis is placed on reducing the amount of time an individual spends in an abstracted environment with a "certified" teacher, and in increasing the proportion of direct investment the community as a whole makes in the educational process by encouraging their active participation in establishing, planning and implementing that educational process.

The most commomly accepted goals include:

1) A system based on the belief in the individual creative potential of all human beings, as both teacher and learner.

2) A curriculum centered on practical experience and used to encourage self-motivation rather than authoritarian motivation.

3) Emphasis placed upon basic skills and systems of learning rather than the creation of little "Renaissance Men."

4) Involvement of parents and children in the planning and responsibility for the educational process.

5) Utilization of the larger community outside the school as an educational resource.

At the moment, community based learning schemes are a fad in the United States and are accepted by many educational reformers as a panacea for all educational ills. They have generally proved difficult to implement and have in some instances, led to an ethnic fragmentation of the larger community. Its critics see this fragmentation as its greatest weakness, while its supporters frankly feel that education is not the only, nor perhaps the most effective way of reducing such fragmentation, and should no longer have to carry that social burden.

STREET ACADEMIES

1 street academies are institutions established by local communities to meet immediate educational needs. The curriculum is developed on a continuing basis (week to week) and is highly flexible. Teachers are not professionals (certified), but are rather parents, members of communities, or peer learners. The curriculum is oriented toward life skills rather than a general humanistic content. Street academies generally exist outside the formal educational institutions.

Street academies have been formed largely in urban areas like Springfield and Worcester, Massachusetts, New York City (Harlem Prep.) and Boston.

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"In Puerto Rico a School for Drop-Outs Only," R. Walker, American Education, June, 1968.

"East Harlem Parents Experimental 1st Grade," School and Society, Feb. 3, 1968.

2 BUSH ACADEMIES

bush academies would be an adaptation of the street academy to a rural area. The curriculum would mirror that of the street academy in that it would be focused on immediate needs of the general community, and would insist that the "teachers" as well as the students be drawn from the community itself.

Few documented examples exist at the moment, although many efforts at rural animation (e.g. Africa) bear marked resemblance to this idea.

"ESCUELA AL CAMPO"

3 escuela al campo (school to the countryside) is a Cuban program conducted annually in which all urban and semi-urban secondary students move to the countryside for a six week period. Formal studies are continued, but students also take part in the agricultural life of Cuba, e.g. harvesting sugar, coffee, citrus fruit. An element of self-management is introduced in an attempt to have the students learn and practice direct democracy.

The assumption is that because Cuba is essentially an agricultural country, part of the total educational experience for any Cuban should include the "campo." There are economic pay-offs from the increased labor available. There have been some suggestions lately of a relatively high drop-out rate among the post-revolutionary students.

* *

M. Leiner, "Cuban Education Ten Years Later," Saturday Review, 17 October, 1970.

COOPERATIVE SCHOOLS

4 cooperative schools include all those experiments which combine classrooms and field training, with self-financing activities. The surrounding community participates by providing money, food or labor, plus teachers and assistants.

Significant examples have been tried on a rural level in Tanzania, and on urban levels in many communities with large populations in the United States.

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Nyerere, Julius, "Education for Self Reliance," March, 1967.
Planning Non-Formal Education in Tanzania - ED 027 474 (ERIC)

KIBBUTZIM

5 kibbutzim originated in Israel as independent economic, social and educational agricultural units. One of their chief elements has been the substitution of the general community for the traditional educational role of the family. Education becomes a community responsibility and includes the child-rearing function normally left to the parents alone. Parents typically see their children on evenings and weekends.

One recent American experiment conducted in California by the SYNANON group has established villages for middle-income families in which the parents live as one social unit and the children as another. Ten to fifteen children are housed communally in one converted apartment under the supervision of an adult (not necessarily a parent) and learn from each other and their interaction in their environment, free from the uni-parental model fostered by the traditional family. The parents have a life apart from their children and see them at infrequent intervals.

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Bettleheim, Children of the Dream

6 FAMILY CENTERED ALTERNATIVES

a number of suggestions emphasize returning the major educational function to the basic social unit, the family. One rural scheme sees mobile teams of professionals who travel from community to community and instruct groups of parents in different skills,which they are then responsible for passing on to their children.

In other cases, particularly in developing areas of the world, techniques could be found for educating parents and children together as one unit, reducing the connection between age and education. Parents and children would become mutual reinforcers. This may become practical with the growth of the four day work week now being proposed by Chrysler Corporation for its workers, and already implemented elsewhere.

Another suggestion sees parents as teachers, and the classroom as a living room which moves from home to home on a daily or weekly basis. Each parent has a part in the educational process, and education takes place in a more familiar environment. Experiments are now being conducted in several urban areas of the United States utilizing the parent and the home as an educational unit.

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"East Harlem Parents Experimental 1st Grade," School and Society, Feb. 3, 1968.

PENAL EDUCATION

7 hopelessness and rigidity of the penal environment and inmates seem to challenge innovative educators. Makarenko, the Soviet pedagogue, began his work in camps for the "rootless ones," orphans of the Civil War. There have been fascinating non-formal alternatives developed in France, Yugoslavia, Austria and the United States, particularly in California and New York State. The central focus has been on seeing the prison environment as a community as a whole, a harsh microcosm of the real world, in which a great deal of peer learning and mutuality has been established.

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Roberts, R. Imprisoned Tongues, Manchester University Press, England.

Malcom X, Autobiography of Malcom X

OPEN UNIVERSITY

8 the Open University is an attempt to open higher education to individuals from all walks of life without the necessity of a high school diploma. The University uses television, radio, home studies courses, monthly correspondence work, meetings with tutors at local study centers, and summer school activities in an effort to provide a wide range of opportunities for continued education to drop-outs, young and old, from the traditional system.

The External Degree is the name given the degree offered under circumstances similar to those of the Open University. Essentially, an individual does not have to set aside three or four years of his life to study in a "school," but study may become related to his place and time requirements. Examples are being started in the United States and in Bletchley, England.

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Weinraub, Bernard, British Open a College for Dropouts," New York Times, January 12, 1971, M31.

The Open University - Prospectus 1971 - ED 042 411 (ERIC)

9 REFERENCE SERVICES TO EDUCATIONAL OBJECTS

this suggestion appeared in a recent article by Ivan Illich and is centered upon opening the community itself to service as an educational tool. The assumption is that practically all the instruments of our lives have educational value, from machines in our factories to the very streets in our cities. Emphasis was placed on reducing the mystique with which technology is viewed today through the creation of machines which are easily repairable and flexible in use, and on making those instruments available to the general public. In many cities, for example, streets have been closed to traffic and thus opened to individuals; what are now viewed as "field trips" to factories and firehouses, could become the foundation for education in the future. Education becomes broadened from the "study of" to the "participation in" the total life of the community. These educational objects would then be referenced and this information be made available to the public.

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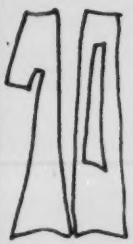
Illich, Ivan, "New York Review of Books," January 7, 1971.



in addition to these broad systems of community-based learning, thinking in this area has produced a number of modular ideas which form part of the community-based concept, but at the same time are being applied to the traditional schooling environment and consequently becoming confused with it. In some cases community-based thinkers have simply adapted old concepts -- vocational training, for example, modernized it, and assimilated it into their thinking. While it is not important for the purposes of this document to establish the historical root of any one idea, it seems worthwhile to list a number of these ideas, old and new, which are related to, if not an integral part of community-based learning.

Enrichment Programs - attempts to modify the nature of the curriculum itself and create renewed interests in the ethnic community of the students:

Heritage Programs - focussing on the cultural roots of a particular group; i.e. Black Americans, Puerto Ricans, American Indians, so as to increase small ethnic group identification.

Cultural Activities - maintain similar goal as Heritage program but tend to lack the in

Curriculum Clusters - subjects are clustered around an intended life objective (i.e. professional, technical, college, post-college,) and teams of teachers are assigned to each cluster. Team includes one guidance counselor who helps individual decide if curriculum is meeting his needs.
Emphasis is on special ethnic group identification.

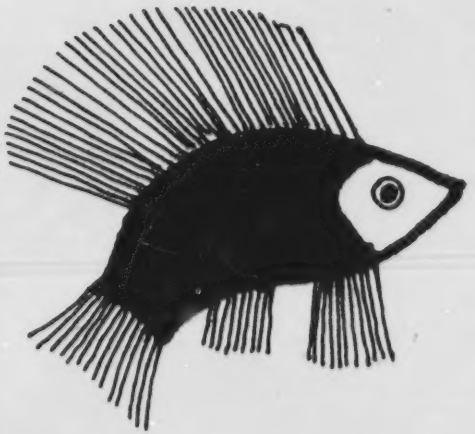
TECHNOLOGY CENTERED

THE LESS DEVELOPED NATIONS HAVE BEEN LED TO BELIEVE THAT ALL TECHNOLOGY IS EXPENSIVE AND OVERLY COMPLICATED, DESIGNED ONLY TO COMPLEMENT SCHOOLS.

Film, Mobile Resource Centers, Village Technology Centers, Radio, Studio Television, Video-Taping and Computers are ALTERNATIVES to that belief.

Developed technology has generally been considered to be expensive and visionary, especially when applied to areas of the world in which electrical outlets are as rare as computerized dating systems. In many instances, technological schemes have been implemented at the insistence of developed nations and imposed upon local conditions with little more than an excuse of adaption to those conditions. Pilot projects have been expensively implemented and poorly evaluated. Machinery has rarely been created to meet the specific climatic, social and educational needs of the situation, but rather simply adopted from environments wholly dissimilar from the target environments. Most importantly, technology has not been used to explore alternatives to the basic assumptions of Western education, but rather to support and extend those traditional schooling structures.

The possibilities here suggested are not visionary. They are offered as viable alternatives to the present schooling system, either as part or total replacement. The emphasis is on systems which offer learning opportunities without the need for classrooms, certified teachers or daily schedules. While many of them have been used to enrich the traditional schooling environment, it is the intention of this paper to offer them clearly as alternatives to that schooling model, not merely as minor remedies for its ailments.



GENERAL MEDIA

Film, slides, film strip and audio tape have long been recognized as valuable educational tools. Their major drawback has been cost and reliability. Even the simplest machines tend to break down and cause great frustration among the learners unless cared for properly. The necessary care is not available in many areas of the world. The challenge here is quite clear: what is needed is durable reliable equipment. Film loops have increased the practicality of films as an educational device, as cassette tape recorders have done for tape recorders. A number of other experiments are being conducted which focus not on increasing the sophistication of media hardware, but rather on simplifying known concepts. This is the direction that media must take. It is now clear that even the industrial world will not long be able to afford increasing hardware cost for long.

Recent examples include:

Retention Communication Systems: RCS Module System projector that includes both film and tape of up to 30 minutes. Can be projected on wall or self-contained projection.

3M Self-Study Unit - combines slide with sound on same plastic square. Sound can be changed by individuals to meet his own needs. Allows for sophisticated instructional programming on local levels.

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The Wheel-A Model for Multi-media Learning (ERIC) ED 026 352

Educational Technology - The White Elephant (ERIC) ED 027 755

Modern Media for Vocational Technological Education (ERIC) ED 030 726

An Examination of the Structure of Slide Tape Systems (ERIC) ED 014 891

System of Tape Distribution (ERIC) ED 018 121

Whole Earth Catalog

Douglas Fraser's Village Planning in the Primitive World

Vita's Village Technological Handbook

An Introduction to Educational Technology - Tape Series - Educational Technology Publications, Englewood Cliffs, New Jersey

mobile resource centers

Ever since the success of mobile library vans in the United States, mobile resource centers, equipped with all forms of educational gadgetry, have been popular, particularly in rural educational schemes. Mobile resource centers are generally conveived of as a van equipped with projectors, teaching machines, television, its own power source, and some technology expert able to use the equipment as enrichment for existing educational institutions in the community. Cost benefit studies tend to favor such an approach; however, the relatively high initial cost has made them impractical for many developing countries.

FTC's: Moris, Jon. "Farmer Training as a Strategy of Rural Development," in Education, Employment and Rural Development, James R. Sheffield, editor, Nairobi: East African Publishing House, 1967.

Mobile Media at San Francisco Medical Center (ERIC) ED 025 963

village technology centers

3 this is an adaptation of the mobile resource center idea in that it would be a stable technology package provided to a community, including a range of learning devices from radios to learning machines. These devices would be available to the community as a whole in the same way health services are, and would either replace a certified teacher or supplement his function. Radio and television have already been used in similar ways with varying degrees of success, depending largely upon administration and local conditions.

radio

4 radio was one of the first technological devices to be used educationally. It is only recently, however (in the past 20 years), that its full impact as an educational device is being explored. In addition to providing people in remote areas with information, programmed texts have been prepared to accompany radio programs; soap opera-like vignettes have been developed with standard characters and educational content. Radios have been provided to rural areas at very low prices with trained radio discussion leaders in an effort to improve the effectiveness of radio as a teaching device. It has also been used to replace teaching. Radio's greatest advantage at the moment is cost; it is by far the least expensive and most efficient means of mass communication. One particularly sucessful use of the serialized radio program is the "Familia Gomez" recorded for Central American audiences and based on the introduction of basic health principles to rural illiterate population. In Niger the Association of Radio Clubs provides a stimulus and forum for village-level discussion of local problems, and serves as a two-way channel of communication between villagers and the government.

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Radiovision (ERIC) ED 027 761
Line Radio Networking for Educational Structure (ERIC) ED 025 147
This is NHK (ERIC) ED 030 328
New Educational Media in Action: Case Studies for Planners, 1967, UNESCO
a) "Educational Radio in Thailand"
b) "Ten Years of Rural Forum in India"
c) "Japan-Broadcast Correspondence Schools"
d) "Radiovision in Niger"
e) "Radio Clubs in Niger"
f) "Correspondence Radio in New Zealand"
g) "Radio Schools in Honduras"

5 studio television

studio television can be defined as any system based upon an originating station which transmits a signal through the air or cables to individual sets in a given area. There is central control of programs, and a rather rigid schedule. Studio television allows for excellent quality control, but does not necessarily guarantee it.

Educational television has largely relied on studio television techniques. Programs have been created by central authorities and broadcast over special channels to receiver sets in the community. Programs have been broadcast directly into homes of individuals and in some cases with impressive success; i.e. Sesame Street, a program developed for pre-school children in the United States.

Cable television is a form of studio television which relies on transmission of the image through cables rather than massive tower-transmitter stations.

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Teaching at a Distance (ERIC) ED 021 199
Educational Broadcasting in Japan (ERIC) ED 026 878
EBU International Conferences on Educational Radio and Television (ERIC) ED 028 641
Use of Television in Adult Education (ERIC) ED 027 492
Developing Mass Media in Asia (ERIC) ED 018 134
Fundamentals of TV Systems (ERIC) ED 020 657
The Business of Farming 1964 Television Institute (ERIC) ED 014 881
Educational TV in Pacific Paradise (ERIC) ED 024 227
New Educational Media in Action: Case Studies for Planners UNESCO, 1967
"La Telescuela Popular in Peru"

6 video-taping

recent development in television video-taping technology has opened a whole new area of possibilities for the use of television as an educational tool. Sony was the first large corporation to produce a video-tape recorder small enough to be practical for schools and industry. A video-tape recorder/playback unit is a device designed to translate television images from a tape into a normal television receiver without the need of any large scale transmitting equipment. Sony, for example, produces a portable unit which not only plays back video-tapes but has a camera and recording function as well, and is totally battery operated for less than $1000. Such a system allows an individual not only to play back prepared tapes but to make his own tapes as well. Individuals are no longer tied to program schedules, or to programs prepared by authorities. Recent developments in the industry have produced a cassette-recorder which uses tapes packaged in cassettes which can be played back through a normal television set. Such a system offers all the advantages of a film with more flexibility and cheaper cost. Cost, at this moment is relatively high for such systems. But it is reasonable to assume that within ten years cost will be well within the range of even less developed countries.

Systems on the market, or soon to be on the market include: SONY Portapack; CBS' EVR cartridge and coverter; AVCO's Cartrivision; Ampex Video-tape Equipment; Teldec Videodisc; and RCA's SelectraVision.

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"Multimedia," Saturday Review, January 30, 1971, pp. 41-45.

computers

Computers, perhaps more than any other single piece of technological hardware, have been praised for the promise they hold as an educational tool, and damned because of their obvious expense and inaccessibility to most individuals. Three advances in computer technology have helped reduce some of the skepticism associated with their use and do offer some real promise for the near future: 1) it is now practical for one computer to be used by a whole variety of client institutions on a whole variety of problems at the same time (called multi-user multi-purpose time sharing), 2) new technology now permits direct interaction between novice individuals and a computer, and 3) the systems used to store information are so advanced that they permit much more flexibility than was previously possible.

Computer Assisted Instruction (CAI) provides possibilities in the following areas:

Drill and Practice: improves a learner's performance according to predetermined criteria
Tutorial: leads learner to new levels of difficulty as indicated by his performance.
Socratic: can ask learner for information and introduce a response at any time depending on needs of learner.
Simulations: creations of learning experiences through simulations of real experience.

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Margolin & Misch, Education in the Seventies: A Study of Problems and Issues Associated with the Effects of Computer Technology on Education, George Washington University, October, 1967. P. 313.

ATTITUDE-CHANGE ORIENTED

Grouped in this section are a range of techniques, processes and institutions which place a strong emphasis on influencing attitudes and values of the participants. Desired attitudinal outcomes can be grouped under headings such as modernization, national socialization or self-development. Under modernization can be included such things as belief in control of one's environment, feelings about the value of hard work, and ability to balance short-term rewards against longer term goals. National socialization includes a range of activities designed to promote awareness of, acceptance of, legitimacy of, and allegiance to regional or national political organizations. Self-development refers to experiences which increase an individual's awareness of his capabilities, his physical strength, his self-image, and his feelings of control over his destiny. Included in self-development is learning how to influence and lead others toward some mutually desired goal.

While the alternatives presented here are not exclusively focused on attitude change, they generally place a high priority on development of new attitudes and values. Many of the alternatives also include skill development or have other stated goals.

THE LESS DEVELOPED NATIONS HAVE BEEN LED TO BELIEVE THAT SCHOOLS ARE ESSENTIAL TO FORMING NATIONAL ATTITUDES AND VALUES

Leadership Training, Vernacular Instruction, Conscientization and Literacy, Outward Bound, Guerrilla Theater, Ethnic Theater, Life and Survival Skills and Animation Rurale are ALTERNATIVES to that belief.

LEADERSHIP TRAINING

1 a large and rapidly growing set of techniques is being applied to the training of leaders for a variety of community development tasks. A core technique is generally based on some form of unstructured group experience to make potential leaders aware of skills needed in communication with others and receptive to more specific training exercises. Typical training sessions use the group experience as an ongoing core to which a wide range of specific training techniques are related. These latter techniques range from specific communication exercises to case studies, simulations, force-field analyses of specific problems to content and skills required for specific tasks in a community. The intent of these approaches is to provide leaders with the personal strengths to accept criticism and hostility while maintaining communication, to make them aware of the needs of others, and to provide them with techniques which can be used in the field.

A wide variety of applications exists and there is considerable experience in the methods although practitioners are scattered and information fragmented. Examples range from training of health specialists for African countries, to community development leaders in Central America, to university professors in Latin America. In each case some type of group experience is combined with specific skills needed to be effective in a professional capacity.

Related terms: Motivation laboratories, Applied T-groups.

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T.R. Batten, "The Non-Directive Approach in Group

and Community Work," London: Oxford University Press, 1967, p. 148.
H. Curtis Mial. "Leadership Training Program for Selected African Health Specialists," National Training Laboratories, May, 1966. (ERIC) ED 012 403

vernacular Instruction

2 is the use of the spoken vernacular language as the initial means of communication for educational purposes. For non-written languages this involves the use of the alphabet on which the national language is based to transliterate phonetically the vernacular. The result is a familiarity with the symbols used in the national language and a basis for learning that language if the opportunity occurs. It has the effect of strengthening the vernacular and giving the child a firm grasp on his own language and promotes the preservation of his home culture. While considerable debate still exists on the desirability of learning the home language before undertaking a new language, the tide seems to be running in favor of initial use of the vernacular. Current efforts in the U.S. are directed toward the production of 'coordinate bilinguals' in special bilingual education programs supported by Title VII funds. Many developing countires now begin formal education in the vernacular and gradually shift to the national language on a full-time basis by about the 6th year of education.

Related terms: Bilingual Instruction

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MacNamara, John. "The Bilingual's Linguistic Performance - A Psychological Overview." The Journal of Social Issues, Vol. 23 (2), 1967, pp. 58-77.
Seville & Troika, "Handbook of Bilingual Education." (ERIC) ED

3 conscientization and Literacy

a technique developed by Paulo Freire: Central tenets include breaking down traditional concepts of the teacher as a fount of knowledge and the student as a receptable to be filled. Freire characterizes the contrast as education for liberation rather than for domestication. The mechanics of the process involve syllabic separation of key words which have significance for the learners and relating these words to larger social issues which influence their lives. The goal is an understanding of the social structure, and often the injustices which it perpetrates on less privileged members of society. The result is intended to be an awareness of the need to change aspects of society and an appreciation of the role which they can play in that change. Testimony to the effectiveness in reaching these latter goals can be found in the frequent expulsion of promoters of the technique from countries where it has been tried. (Brazil)

Related approaches: Sylvia Ashton Warner's approach known as organic teaching. She had Maori children write stories using words with strong emotional meanings for them based on their experience as a way of teaching literacy.

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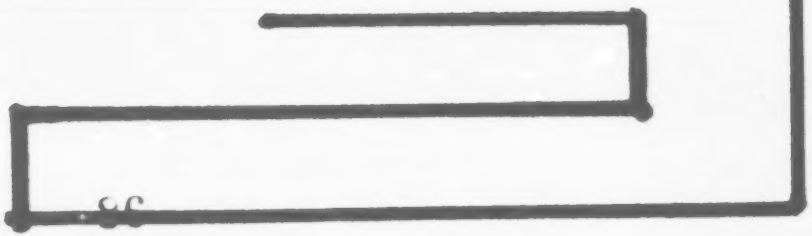
Freire, Paulo. Pedagogy of the Oppressed. New York: Herder & Herder, 1970.
Ashton-Warner, Sylvia. Teacher. New York: Simon & Schuster, Inc., 1963.
Sanders, Thomas G., "The Paulo Freire Method," American Universities Field Staff, West Coast South America Series, Vol. XV, No. 1, 1968.

outward bound



4 three to five week courses run at selected sites in over 26 countries. (Currently 6 sites in the U.S.) Courses mix survival, leadership, followership, initiative, cooperation, and endurance. The individual is perceived as part of the group in interaction with the focus and facts of Nature under the guidance of an instructor. Goals of the course include attitude change towards self-reliance, cooperation with others, self-esteem, and discovery of personal ability to face and overcome obstacles which initially appear beyond their abilities. Skills learned are useful in interaction with nature and are developed as needed. Mistakes are used as a basis for learning further. Relevance of the skills to urban environments are assumed but not really tested. Most valuable is the self-knowledge which well-run courses can produce. Urban counterparts could well be designed which would depend on stress situations in urban settings and would teach skills needed there.

Related terms: Survival skills, self-management training.

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Outward Bound, David Janes (ed.) London: Routledge, Kegan & Paul, 1964.
(ERIC) ED 031 335
ED 031 338

guerrilla theater

5 live, staged happenings set in public places frequented by the target audience on the way to or attending another function. Makes use of outrage, grotesque parody, nudity, and other devices intended to break the apathy of the viewer by shocking him into an awareness of the cause, event, or problem. Deals with issues ranging from the Viet Nam war, to local political causes, to less focussed appeals about man's inhumanity to man. Performances are usually short and may be repeated several times in a short period of time. Few props are used and the whole operation is highly portable, often only a few steps ahead of the law for failing to obtain permits for public performances.

Related terms: Living theater, "Happenings."

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Shiplett, James A., "Social Impact of New Directions in Art: Soul, Living Theater, Happenings, Etc." (ERIC)

6

theater by and for a particular ethnic group. Ranges from skits to full staging of plays, typically written, produced, acted, and seen by members of one group. Material generally intended to reflect the positive qualities of the group, to nurture awareness of capabilities, to develop sense of pride in self and heritage, and to reinforce the cultural norms of that society. A powerful technique which is often very effective with school-age children giving them the ability to develop skills of self-expression, and sense of personal ability to cope with the environment. Particularly valuable in helping a minority culture begin to see themselves as having desirable and useful characteristics in a dominant culture which values other characteristics.

Can be combined with media to reach a wider audience.

Related activities: radio theater, puppet shows, educational programming based on ethnic character group.

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Archer, Kay M. "Drama for the Disadvantaged," (ERIC) ED 021 930
Lazier, G. (ghetto theater) The Record, Vol. 69, Feb. 1968, pp. 465-7.
Lichenstein, G. Educational Theater Journal Vol. 21, Mar. 1969, pp. 202-4. (Black drug drama).

ethnic theater

Life and survival skills

7 training segments of the population in highly specific skills and processes needed to take advantage of government services to which they are entitled. For instance, teaching campesinos where to go, what conditions must be fulfilled, and how to cope with forms and other paperwork necessary to get a loan for agriculture, get free fertilizer or new type of seeds. More generalized political skills can also be included, such as teaching urban dwellers the ways of organizing to put pressure on officials. The concept can be used separately to meet specific needs, or can be envisioned as part of the activities of an ongoing program.

Related terms: Self-management skills, family budgeting skills, etc.

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Used by Harlem Prep storefront center in Worcester, Massachusetts.

animation rurale

a technique derived from ideas of Father Joseph Lebret which involves selecting "natural leaders" from among the young adult population in rural villages. These people are then given a series of intensive training courses of two to four weeks duration over a period of two or three years. Training is held at local or regional centers in the rural area and stresses simple techniques, motivation for further action, and awareness of existing government technical services which can be called on for support. Concentrates on health, agriculture, and simple village level technology. Focus is integration with the rural areas and conscious effort is made to avoid motivating trainees toward urban activities.

The movement has been used primarily in French West Africa, particularly Senegal and Mali, although it has also been applied in Morocco and Madagascar.

Related terms: Leadership training, community development leadership.

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"Develcppementet Civilizations" the Journal of the Institute de Recherches et de Formatien en vue du Developpement Harmonise. (IRFED).